

Reading, Grades 4, 8, and 11

Chart 1: 4, 8, 11 R

The chart below shows the National Percentile Ranks for grades 4, 8, and 11 2001-2006

- In 2001, grades 4 and 11 scored an NPR of 66% while grade 8 and grade 11 students scored 60% and 66% respectively.
- In 2006, grades 4, 8, and 11 scored NPRs of 70%, 59%, and 65% respectively.

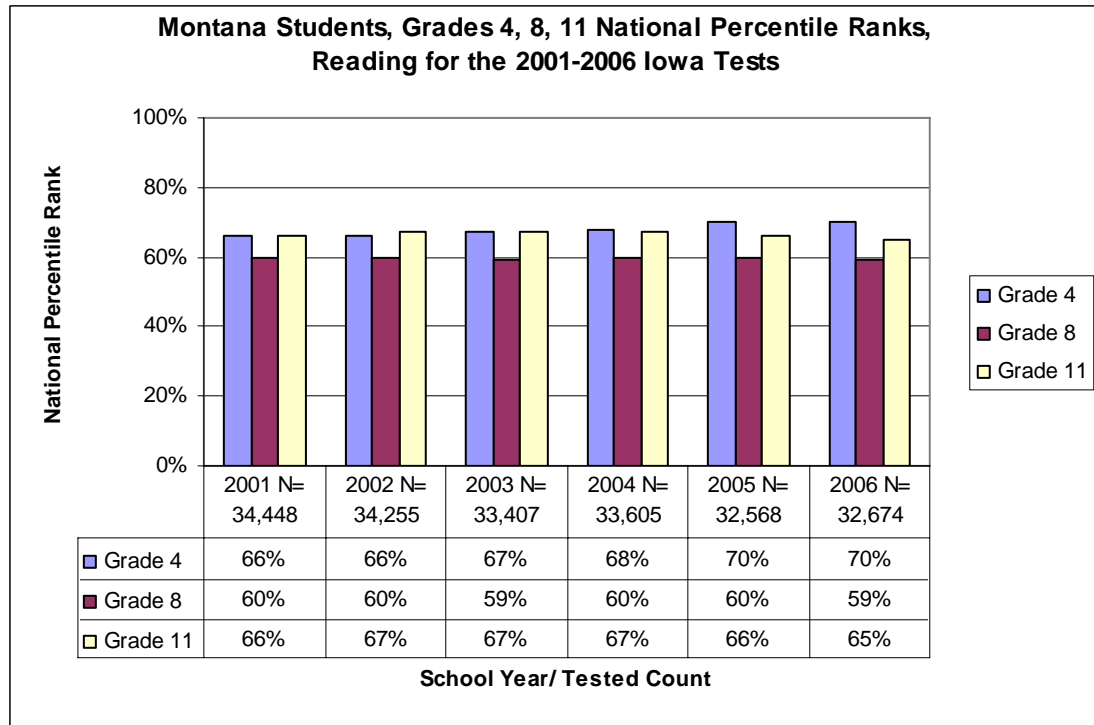


Table 1: 4, 8, 11 R

Reading National Percentile Rank for each disaggregation across Montana 2001-2006.

Groups	Grade 4						Grade 8						Grade 11					
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
All Students	66%	66%	67%	68%	70%	70%	60%	60%	59%	60%	60%	59%	66%	67%	67%	67%	66%	65%
Students Without Disabilities	69%	69%	70%	72%	73%	73%	64%	64%	63%	64%	64%	64%	69%	70%	70%	71%	70%	69%
Students With Disabilities	32%	32%	34%	38%	39%	40%	25%	25%	25%	28%	26%	25%	26%	28%	29%	29%	27%	27%
Female Students	67%	67%	68%	69%	70%	71%	60%	62%	62%	61%	62%	61%	68%	69%	70%	69%	69%	69%
Male Students	66%	65%	66%	68%	69%	70%	60%	59%	57%	59%	58%	58%	64%	65%	65%	66%	64%	63%
American Indian Students	44%	44%	44%	48%	49%	50%	36%	35%	37%	38%	37%	37%	41%	41%	40%	40%	38%	38%
White Students	69%	69%	70%	71%	73%	73%	64%	64%	63%	63%	63%	63%	69%	70%	70%	70%	70%	69%
Students on Free/Reduced Lunch	54%	53%	54%	57%	59%	59%	47%	47%	46%	48%	47%	46%	51%	52%	53%	53%	51%	49%
LEP* Students	NA	27%	27%	32%	31%	34%	NA	22%	21%	24%	22%	25%	NA	32%	30%	28%	27%	23%

*LEP 2001 data were incomplete.

Table 2: 4, 8, 11 R

Reading: The table below shows the percentage of students for each disaggregation scoring in each performance category in grades 4, 8, and 11 for 2001-2006.

Groups/Year		Grade 4				Grade 8				Grade 11			
		Adv Stanines 8-9	Pro Stanines 5-7	NP Stanine 4	Nov Stanines 1-3	Adv Stanines 8-9	Pro Stanines 5-7	NP Stanine 4	Nov Stanines 1-3	Adv Stanines 8-9	Pro Stanines 5-7	NP Stanine 4	Nov Stanines 1-3
All Students	2001	21%	58%	11%	10%	16%	57%	13%	13%	21%	57%	13%	10%
	2002	19%	57%	14%	10%	16%	56%	14%	14%	21%	57%	13%	9%
	2003	20%	57%	13%	10%	15%	56%	15%	14%	21%	57%	12%	9%
	2004	21%	57%	13%	8%	15%	58%	14%	13%	22%	57%	12%	9%
	2005	21%	59%	11%	9%	16%	56%	14%	14%	21%	55%	13%	10%
	2006	21%	59%	11%	9%	15%	56%	15%	14%	21%	55%	13%	12%
Students Without Disabilities	2001	22%	61%	10%	7%	18%	60%	12%	9%	23%	59%	12%	7%
	2002	20%	60%	13%	7%	17%	60%	14%	9%	22%	60%	12%	6%
	2003	21%	60%	12%	6%	17%	60%	14%	10%	23%	60%	11%	6%
	2004	23%	60%	11%	5%	16%	62%	13%	8%	23%	59%	11%	6%
	2005	22%	62%	10%	6%	17%	60%	13%	9%	23%	58%	12%	7%
	2006	23%	62%	10%	5%	16%	61%	13%	9%	23%	58%	12%	8%
Students With Disabilities	2001	3%	32%	25%	40%	2%	24%	22%	52%	2%	24%	27%	48%
	2002	4%	30%	25%	41%	2%	23%	22%	53%	3%	27%	25%	45%
	2003	4%	32%	25%	39%	2%	24%	24%	50%	3%	29%	25%	43%
	2004	5%	36%	26%	34%	2%	25%	25%	47%	3%	29%	25%	44%
	2005	6%	39%	21%	34%	2%	26%	21%	51%	3%	25%	27%	45%
	2006	5%	35%	24%	36%	1%	23%	24%	51%	2%	25%	24%	49%
Female Students	2001	22%	58%	11%	9%	16%	59%	13%	12%	22%	59%	12%	7%
	2002	19%	57%	15%	9%	15%	59%	15%	11%	22%	59%	12%	7%
	2003	20%	58%	13%	9%	16%	58%	14%	12%	23%	59%	12%	7%
	2004	22%	58%	13%	8%	15%	60%	14%	11%	22%	59%	12%	8%
	2005	22%	60%	11%	8%	16%	58%	14%	12%	23%	57%	12%	8%
	2006	21%	60%	11%	8%	15%	58%	15%	12%	23%	56%	12%	9%
Male Students	2001	19%	58%	12%	10%	17%	55%	14%	15%	20%	54%	13%	12%
	2002	18%	58%	13%	11%	16%	54%	14%	16%	20%	56%	13%	11%
	2003	19%	56%	14%	11%	15%	54%	15%	16%	20%	56%	13%	11%
	2004	21%	57%	13%	9%	15%	56%	15%	14%	22%	55%	12%	11%
	2005	20%	59%	12%	10%	15%	54%	15%	16%	20%	54%	14%	12%
	2006	21%	58%	11%	10%	14%	55%	15%	16%	19%	53%	14%	14%
Native American Students	2001	6%	47%	22%	26%	5%	37%	21%	38%	6%	45%	23%	26%
	2002	5%	48%	24%	23%	4%	36%	22%	38%	5%	45%	23%	27%
	2003	5%	46%	24%	25%	4%	40%	21%	36%	6%	42%	26%	26%
	2004	8%	47%	23%	22%	3%	41%	22%	33%	6%	42%	25%	27%
	2005	7%	52%	21%	20%	5%	39%	21%	36%	5%	38%	25%	31%
	2006	8%	52%	21%	20%	4%	40%	22%	34%	6%	39%	22%	33%
White Students	2001	23%	60%	10%	7%	18%	60%	12%	10%	23%	58%	12%	8%
	2002	21%	59%	12%	8%	17%	59%	14%	10%	22%	59%	12%	7%
	2003	22%	59%	12%	7%	17%	58%	14%	11%	23%	59%	11%	7%
	2004	24%	59%	11%	6%	17%	61%	13%	10%	23%	59%	11%	7%
	2005	23%	60%	10%	7%	17%	59%	13%	11%	23%	57%	12%	8%
	2006	23%	60%	10%	7%	16%	59%	13%	11%	23%	56%	12%	9%
Students on Free/ Reduced Lunch	2001	10%	57%	17%	16%	9%	49%	18%	25%	12%	50%	19%	20%
	2002	9%	54%	20%	17%	7%	49%	20%	24%	12%	50%	18%	20%
	2003	10%	55%	20%	16%	8%	47%	20%	25%	13%	51%	19%	18%
	2004	12%	55%	19%	14%	7%	52%	19%	22%	12%	49%	19%	19%
	2005	11%	58%	17%	14%	8%	49%	19%	25%	12%	49%	19%	21%
	2006	11%	57%	17%	14%	7%	48%	21%	24%	11%	48%	18%	23%
LEP* * LEP 2001 data were incomplete.	2001	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
	2002	0%	26%	30%	44%	1%	18%	26%	55%	4%	29%	28%	39%
	2003	1%	25%	29%	45%	1%	17%	23%	60%	1%	32%	27%	40%
	2004	3%	29%	31%	37%	2%	19%	27%	52%	3%	23%	31%	43%
	2005	1%	32%	26%	41%	1%	19%	23%	58%	1%	26%	30%	43%
	2006	2%	34%	30%	34%	1%	24%	25%	50%	1%	17%	29%	53%

Table 3: 4, 8, 11 R

Customized Skills Reports: Montana Reading Standards tested in the 2001 - 2006 Iowa Tests

Standard			Construct meaning to comprehend, interpret, and respond to text	Apply skills and strategies	Select, read and respond for a variety of purposes	Evaluate and synthesize information from a variety of sources
Grade 4	# of Items		45	80*	3*	2*
	Percent Correct	01	67%	67%	49%	61%
		02	66%	66%	48%	60%
		03	67%	67%	49%	61%
		04	68%	68%	50%	62%
		05	68%	69%	52%	63%
		06	66%	63%	60%	60%
Grade 8	# of Items		47	100*	3*	9
	Percent Correct	01	67%	64%	62%	61%
		02	66%	64%	61%	61%
		03	66%	63%	60%	60%
		04	67%	64%	61%	60%
		05	66%	63%	60%	60%
		06	66%	63%	60%	60%
Grade 11	# of Items		40	91*	6	5*
	Percent Correct	01	61%	64%	59%	60%
		02	62%	64%	59%	59%
		03	62%	64%	59%	60%
		04	62%	64%	59%	60%
		05	61%	64%	58%	60%
		06	61%	63%	57%	60%
* The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect.						

Tables 4a and 4b: 11 R

ACT Reading results for high school graduating classes of 2001-2006.

	Average Score All National	Average Score All Montana	Average Score White Montana	Average Score American Indian Montana
2001	21.3	22.4	22.6	18.3
2002	21.1	22.3	22.35	18.35
2003	21.2	22.3	22.6	18.6
2004	21.3	22.4	22.7	18.3
2005	21.3	22.4	22.7	17.8
2006	21.4	22.5	22.8	17.9

Number of Montana students participating in the ACT

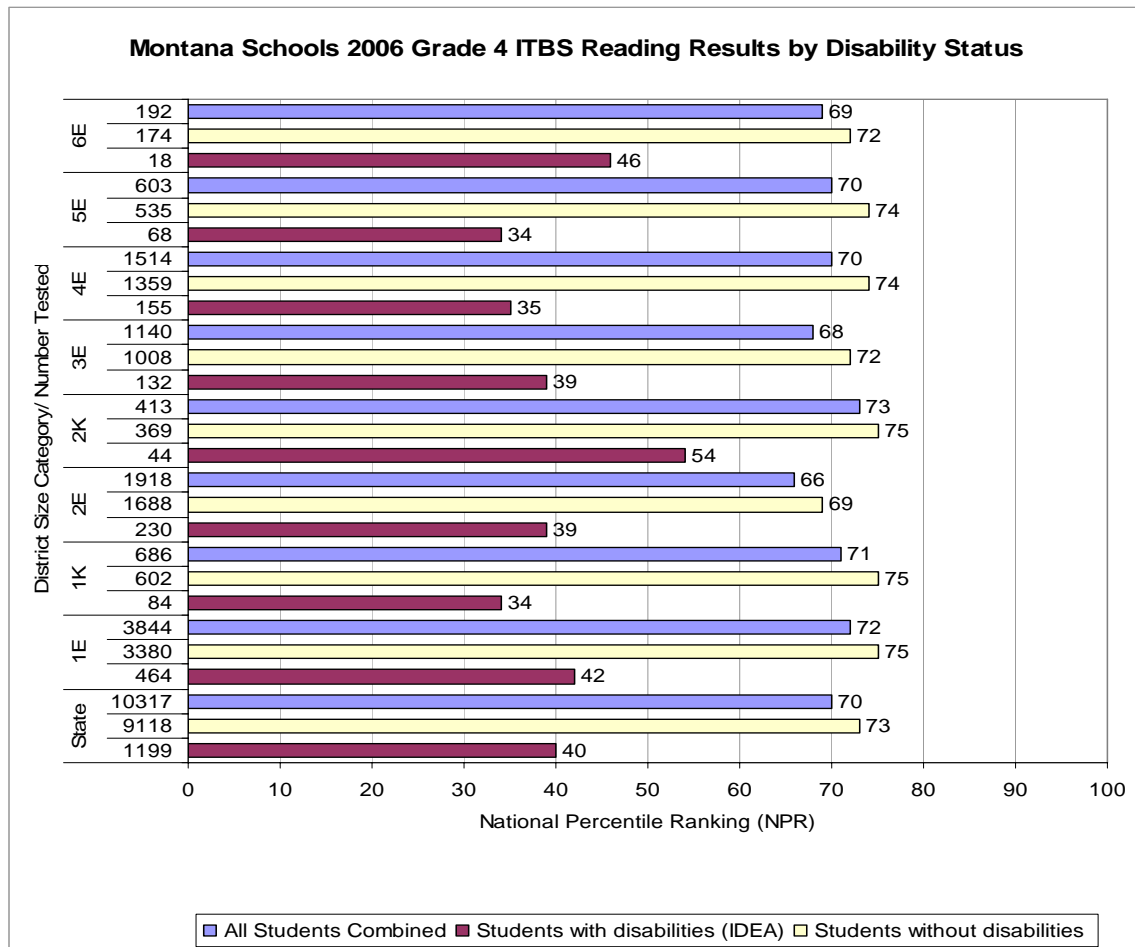
	Total Montana Students	White Montana	American Indian Montana
2001	6,641	5,699	319
2002	6,368	5,460	300
2003	6,470	5,514	282
2004	6,255	5,259	300
2005	6,178	5,154	312
2006	6,033	4,896	269

Table 5: 4, 8 R

NAEP data from 1994, 1998, 2002, 2003 and 2005 are included to add to the picture of student achievement in Reading. Although NAEP data give us another perspective to the picture of Montana students tested in these years, it is not a statewide assessment, but rather a representative random sampling of the students in 4th and 8th grades in the years identified. Beginning in 2003, NAEP tests in Reading in grades 4 and 8 are given in odd-numbered years.

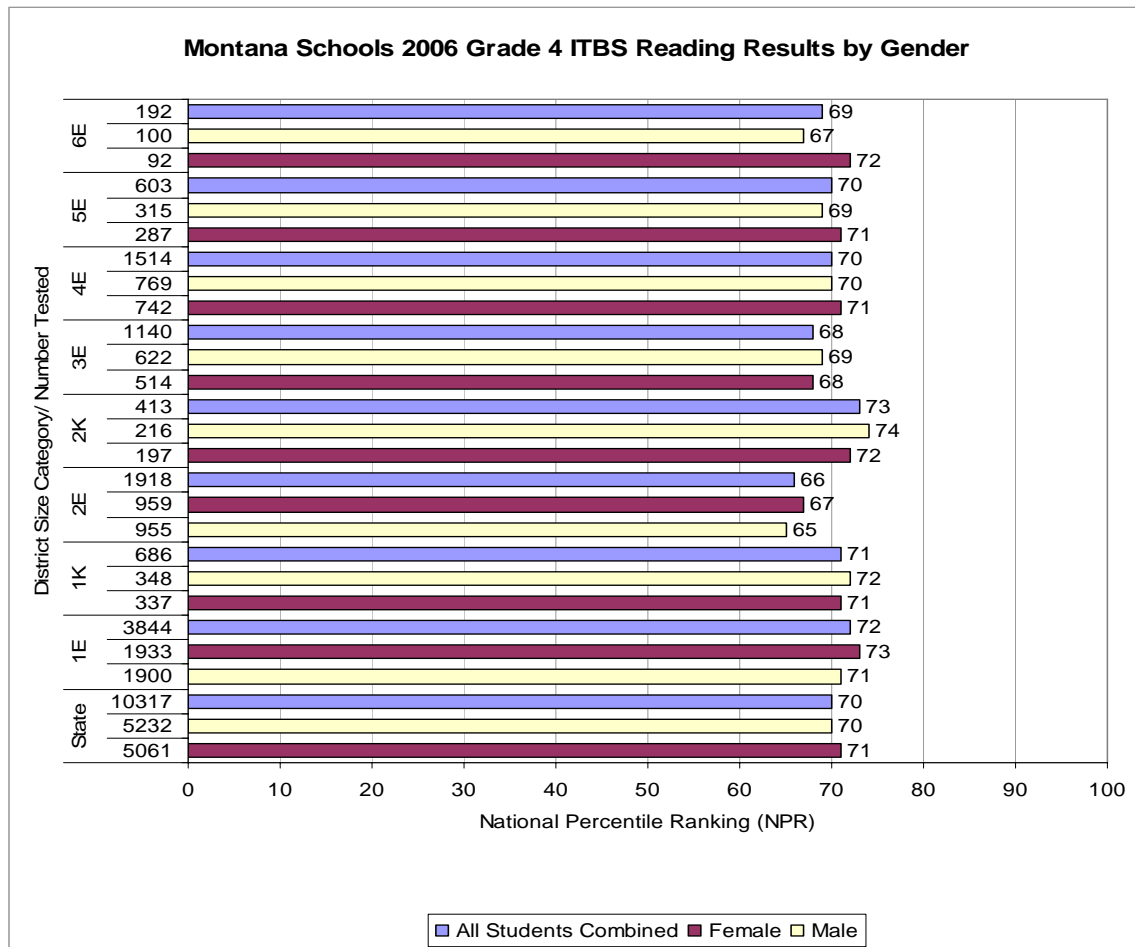
Reading Average Scale Scores							
Grade	Year	All National	All Montana	White National	White Montana	American Indian National	American Indian Montana
4	1994	212	222	222	225	212	203
4	1998	213	225	223	227	---	199
4	2002	217	224	227	226	207	209
4	2003	216	223	227	227	202	195
4	2005	217	225	228	228	205	201
8	1998	261	271	268	273	---	251
8	2002	263	270	271	273	252	253
8	2003	261	270	270	273	248	247
8	2005	260	269	269	272	251	248

Chart 4.1 R



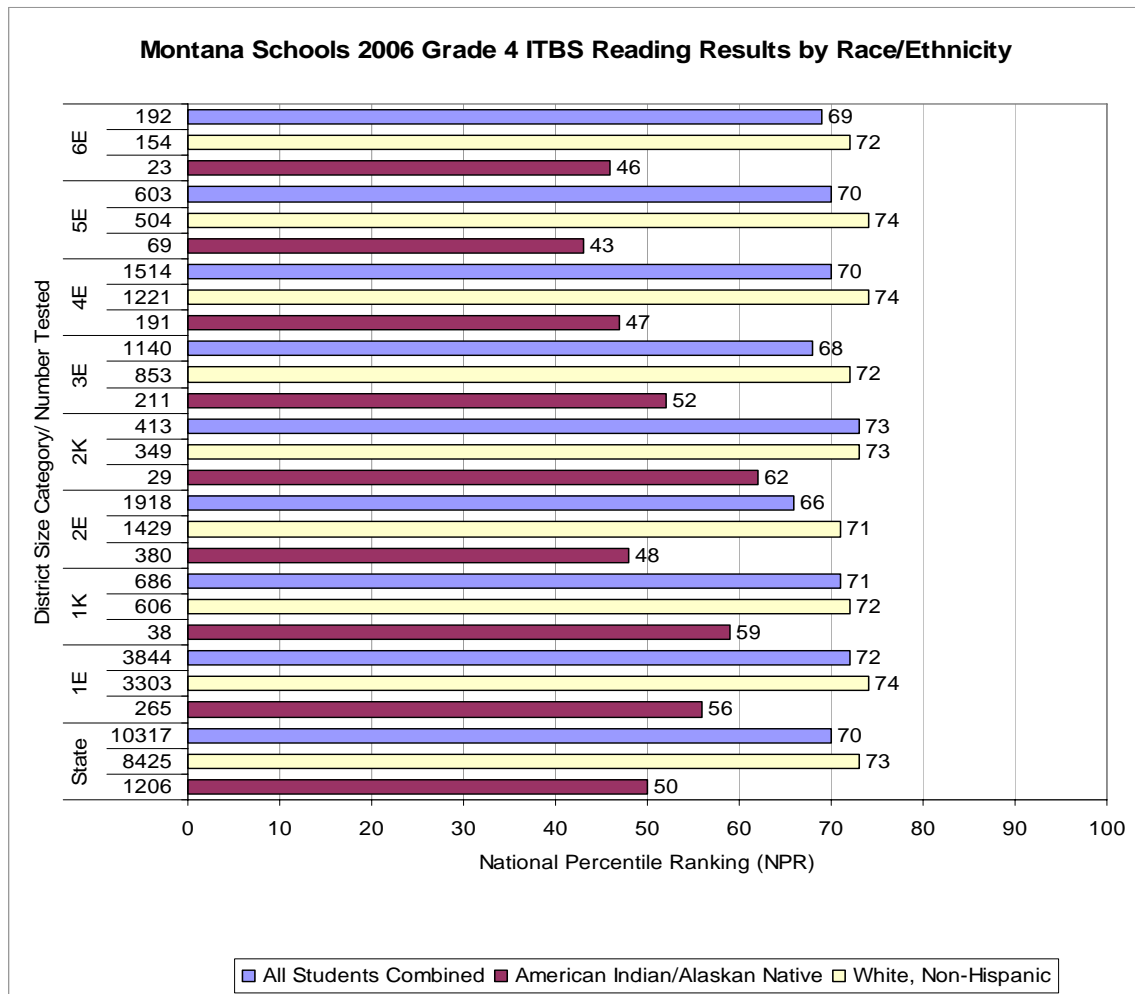
1. All students
 - The Reading NPR for all grade 4 students is the same as in 2005, 70%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is the same as in 2005, 73%. The number is stable with all districts plus or minus 2-4 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 40%, one percentage point above 2005. That number is stable with all district size categories plus or minus 2-6 percentage points except 2K where the number of students tested is too small for comparisons.
4. Comparisons
 - Statewide, Montana students without disabilities scored 33 percentage points above students with disabilities, 73% and 40% respectively.

Chart 4.2 R



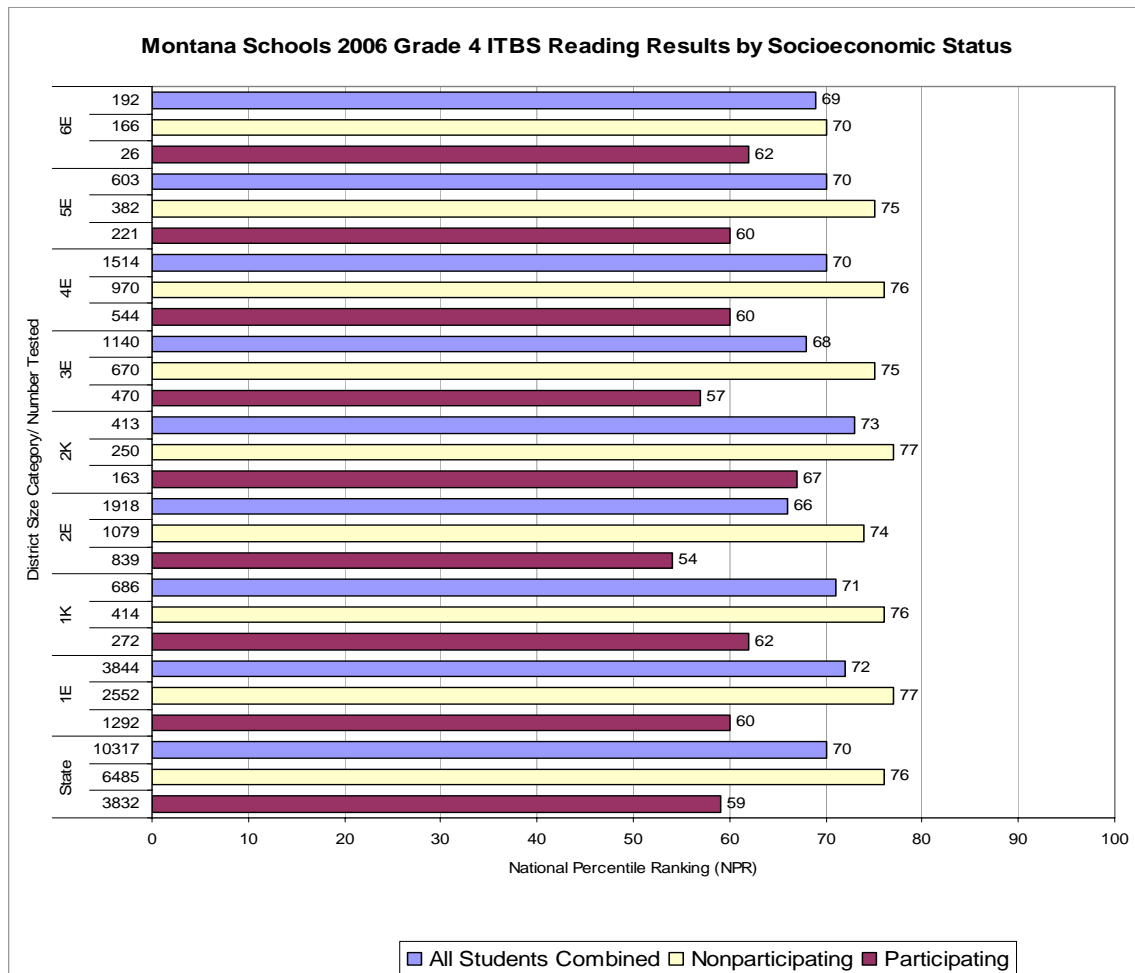
1. Male and female students
 - The Reading NPR for all grade 4 students is the same as in 2005, 70%.
2. Female students
 - Statewide, the NPR for female students is 71%, one percentage point above 2005. That number is stable with all district size categories plus or minus 2-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 70%, one percentage point above 2005. That number is stable with all district size categories plus or minus 2-5 percentage points.
4. Comparisons
 - Statewide, females scored one percentage point above the male students, 71% and 70% respectively.

Chart 4.3 R



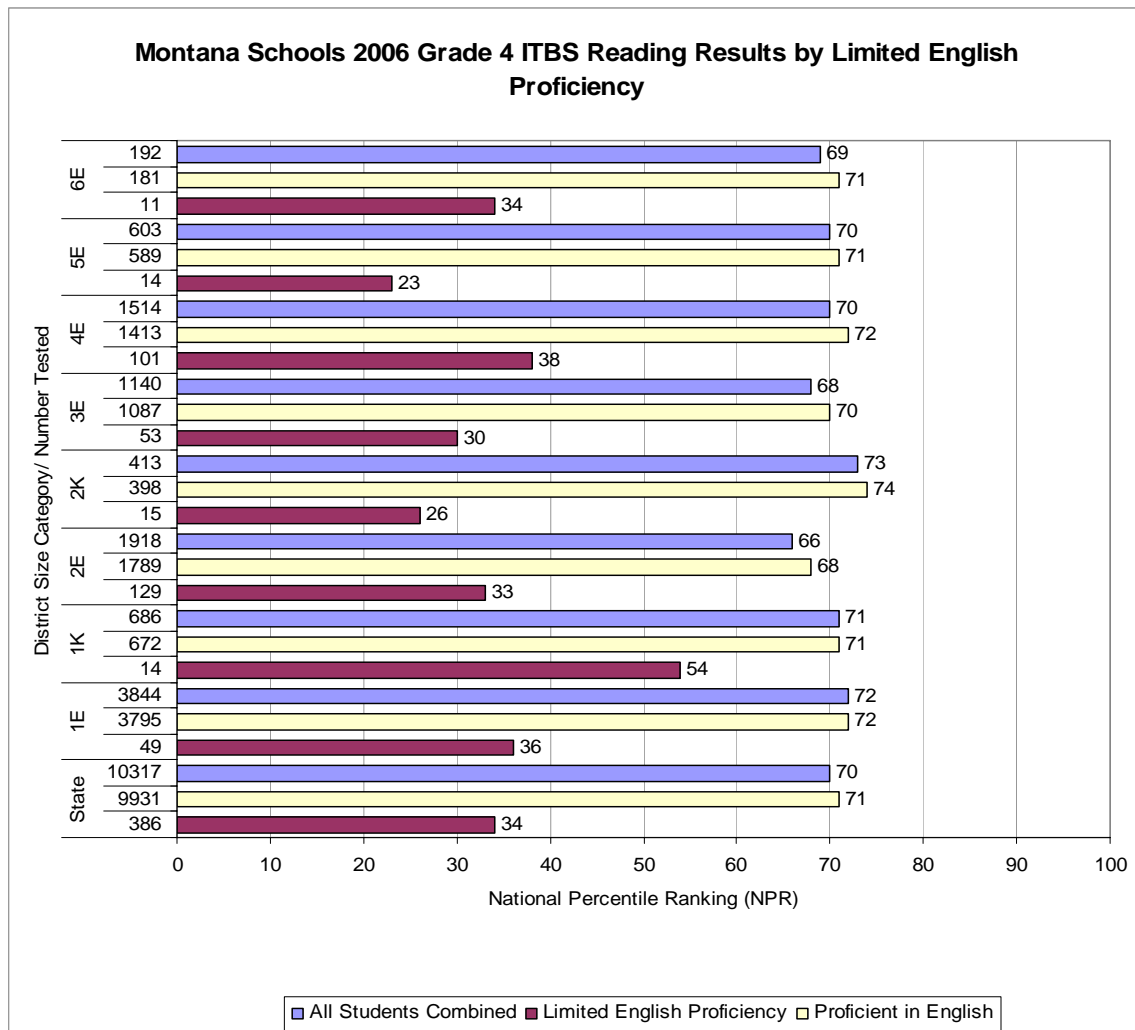
1. All students
 - The Reading NPR for all grade 4 students is the same as in 2005, 70%.
2. American Indian students
 - Statewide, the NPR for American Indian students is 50%, one percentage point above 2005. That number is somewhat stable with most districts plus or minus 4-6 percentage points except district size categories 1K, 2K, and 5E where the number of American Indian students tested is too small for comparisons.
3. White students
 - Statewide, the NPR for the White students is the same as in 2005, 73%. That number is stable with all district size categories at plus or minus 2-3 percentage points.
4. Comparisons
 - Statewide, Montana White students scored 23 percentage points above American Indian students, 73% and 50% respectively.

Chart 4.4 R



1. All students
 - The Reading NPR for all grade 4 students is the same as in 2005, 70%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is the same as in 2005, 59%. That number is relatively stable with most district size categories scoring within plus or minus 2-4 percentage points except in 2K which averaged 67%.
3. Students not participating in free/reduced lunch programs
 - Statewide, the NPR for students not participating in free/reduced lunch programs is 76%, one percentage point above 2005. That number is stable with most district size categories scoring within plus or minus 1-2 percentage points except for district size category 6E which averaged 70%.
4. Comparisons
 - Statewide, students not participating in free/reduced lunch programs scored seventeen percentage points higher than those participating in free/reduced lunch programs, 76% and 59% respectively.

Chart 4.5 R



1. All students
 - The Reading NPR for all grade 4 students is the same as in 2005, 70%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 34%, three percentage points above 2005. The NPR scores vary among school size categories because the number of LEP students tested also varies.
3. Comparisons
 - Statewide, all Montana students scored 36 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.